

**Your Complete Guide**

**Open and Closed Syllables**  
**In 20 Lessons or Less**

**Guide 1**

## Introduction

***Your Complete Guide to Open and Closed Syllables Multisyllabic Mastery*** can be used to boost your struggling reader or help your on-target reader get ahead.

While phonics instruction is only one part of learning to read, it is the main part. Research has shown that a good reader must have foundational skills, such as phonemic awareness and phonics before they can successfully move on to fluently read text, vocabulary development and the end goal of reading comprehension.

The guides in this series cover all of the phonics elements that are essential for learning to read. **Each lesson in the guides follows a sequence that MUST be done in order since each section builds on the previous.**

### How to Use the *Guides to Mastery*

Each lesson in the ***Guides to Mastery*** follows an explicit lesson sequence. Here is a look at each section:

#### **Words to Blend**

This section contains a list of 9 words the teacher will have the students blend using Syllable by Syllable Blending. All of the words in this section contain the syllable type that particular guide focuses on.

## Procedure for Syllable by Syllable Blending:

1. Print the first syllable on the board.
2. Point to syllable and say, "Syllable?" Let the students say the syllable.
3. Print the next syllable on the board, point right under it and say, "Syllable?" Let the students say the syllable.
4. Place your finger back to the beginning of the word and say, "Blend."
5. Go back to the beginning of the word and say "Word" and slide your finger under the whole word.

Repeat this procedure with the rest of the words in this section.

## **Automatic Word Recognition**

The goal of phonics instruction is to prepare students to be able to fluently read words. Studies have shown that when students are able to read words without having to sound them out, their brain is free to begin to comprehend what it is reading.

Students need to practice reading words automatically in isolation as well as in decodable text. Every **Automatic Word Recognition** section contains 9 words that contain previous sound spellings and syllable types. Teachers have the option to write these words on the board, or use the pages in the resource section that already have the words. This section is different from the **Words to Blend** section because students are required to read these words as a whole word, no sounding out. The teacher simply points to the word, pauses a second, says, "Word"? and swoops her hand under the word as students read it.

## **Decodable**

This is where the reading practice comes in. You can now see why it is important to follow the sequence of this lesson. We are now at the part of the lesson where the students will apply what they have learned.

The decodable passages that have been provided contain words that have spelling patterns that have already been introduced to students. This is the opportunity for students to practice their automaticity.

An important thing to remember about decodable text is that it is for practicing phonics and fluency; it is not for working on comprehension skills.

Give the students the decodable passages and have them practice reading it several times. Students can keep them in a notebook to practice reading daily.

## **Word Work**

Incorporating **Word Work** into every lesson allows students the opportunity to practice not only reading words, but also spelling. These ***Guides to Mastery*** include 3 activities that are rotated to add a variety of work for students. Here is a look at the activities:

### **Syllable Type Sort**

In Appendix B are Syllable Type Sorts. At the top of each sort are the types of words that are to be sorted, for example, one and two syllable words. The students take the cards and sort them into two columns, words that are one syllable and words that

are two syllables. There are a variety of sorts. Once they are sorted in the correct column, students can then practice reading the words for fluency.

### **Syllable Practice**

Appendix C provides students practice with breaking words into syllables on their own. A word is given and based on the rules they have learned, they must break the word up correctly. This allows them to apply what has been practiced.

### **Dictation**

This is a great way for teachers to see how their students are progressing. It is important for students to know dictation is not a graded test, but just practice for them. Teachers dictate the words for students to spell. There is also a sentence for students to write in each dictation activity.

### **Syllable Division Daily Practice**

In this section, students are provided daily with the opportunity to divide 5 words into syllables on their own, based on what they have learned.

### **Assessments**

After every 5 lessons there is an assessment for the previous five lessons that were taught. The students read the row of real words and then the row of nonsense words. Students need to score 5/6 to pass.

## **Procedures for Teaching Syllable Division Principles**

## Procedure for Teaching VC/CV Syllable Division

This syllable division occurs when a word has two consonants that come between two vowels. In words with this pattern, the split comes between the two consonants (unless the two consonants are a digraph).

### **Step 1:**

Write the word on the board:

tidbit

### **Step 2:**

First, label the vowels in the word:

tidbit  
v v

### **Step 3:**

Then, label the consonants between the vowels:

tidbit  
vccv

### **Step 4:**

Point out to students the VCCV division and when words have this division, you split the word between the two consonants.

tid/bit

### **Step 5:**

Look at the first syllable: tid

Ask students if this is an open or closed syllable. (It is a closed syllable because there is a vowel followed (or closed in by) a consonant).

Since it is a closed syllable the vowel is short. This syllable is pronounced /rab/.

**Step 6:**

Look at the second syllable: bit

Ask students if this is an open or closed syllable. (It is a closed syllable because there is a vowel followed (or closed in by) a consonant).

Since it is a closed syllable the vowel is short. This syllable is pronounced /bit/.

**Step 7:**

Have students blend the two syllables together to say the word.



## Procedure for Teaching V/CV and VC/C Syllable Division

When a word has one consonant between two vowels, divide the word after the first vowel. This makes it an open syllable and the vowel sound is long. If the split does not make a recognizable word, divide it after the consonant. This will make it a closed syllable and the vowel will be short.

### V/CV Example

#### Step 1:

Write the word on the board:

music

#### Step 2:

First, label the vowels in the word:

music  
v v

#### Step 3:

Then, label the consonants between the vowels:

music  
vcv

#### Step 4:

Point out to students the VCV division. Remind them that 75% of words break as V/CV and to try that first.

mu/sic

#### Step 5:

Look at the first syllable: mu

Ask students if this is an open or closed syllable. (It is an open syllable because there is a vowel at the end of the syllable).

Since it is an open syllable, the vowel is long. This syllable is pronounced /mū/.

**Step 6:**

Look at the second syllable: sic

Ask students if this is an open or closed syllable. (It is a closed syllable because there is a vowel followed (or closed in by) a consonant).

Since it is a closed syllable the vowel is short. This syllable is pronounced /sic/.

**Step 7:**

Have students blend the two syllables together to say the word.

## VC/V Example

### Step 1:

Write the word on the board:

habit

### Step 2:

First, label the vowels in the word:

habit

v v

### Step 3:

Then, label the consonants between the vowels:

habit

vcv

### Step 4:

Point out to students the VCV division. Remind them that 75% of words break as V/CV and to try that first.

ha/bit

### Step 5:

Look at the first syllable: ha

Ask students if this is an open or closed syllable. (It is an open syllable because there is a vowel at the end of the syllable).

Since it is an open syllable, the vowel is long. This syllable is pronounced /hā/.

**Step 6:**

Look at the second syllable: bit

Ask students if this is an open or closed syllable. (It is a closed syllable because there is a vowel followed (or closed in by) a consonant).

Since it is a closed syllable the vowel is short. This syllable is pronounced /bit/.

**Step 7:**

Have students blend the two syllables together to say the word. This is not a recognizable word so tell the students you are going to try the VC/V division.

**Step 8:**

hab/it

**Step 9:**

Have students read the word. This is a recognizable word.

## Procedure for Teaching VC/CCV and VCC/CV Syllable Division

When a word is made up of a consonant blend or digraph, keep the letters together in the same syllable.

### **Step 1:**

Write the word on the board:

toothbrush

### **Step 2:**

First, label the vowels in the word:

fishhook (*reminder: label double vowels as 1*)  
v v

### **Step 3:**

Then, label the consonants between the vowels:

fishhook

vcccv

### **Step 4:**

Point out to students the VCC/CV division. Remind them digraphs are kept together.

fish/hook

### **Step 7:**

Have students blend the two syllables together to say the word.

## Procedure for Teaching Consonant -le Syllable Division

This syllable division occurs when a final, separate syllable contains a consonant followed by the letters *le*.

### **Step 1:**

Write the word on the board:

table

### **Step 2:**

First, label the vowels in the word:

table  
v v

### **Step 3:**

Then, label the consonants between the vowels:

table  
vccv

### **Step 4:**

If the first syllable ends with a consonant, try the short vowel sound for the first vowel. If the first syllable ends with a vowel, try the long sound.

tab/le or ta/ble

## Lesson 1

### Syllable Type Spelling Focus: Closed Syllables

#### Words to Blend:

|         |        |         |
|---------|--------|---------|
| tid*bit | cab*in | nap*kin |
| up*set  | at*tic | sat*in  |
| at*las  | pan*ic | zig*zag |

#### Automatic Word Recognition:

|      |      |      |
|------|------|------|
| miss | huff | neck |
| back | fast | lamp |
| test | ship | sled |

Decodable: (Appendix A, Lesson 1)

Word Work: Syllable Type Sort  
(Appendix B, Lesson 1)

#### Syllable Division Daily Practice:

convent   distinct   magnet   system   contest

## Lesson 2

### Syllable Type Spelling Focus: Closed Syllables

#### Words to Blend:

|         |          |         |
|---------|----------|---------|
| bob*bin | den*tist | in*dent |
| can*vas | tac*tic  | cat*nap |
| mis*hap | hab*it   | up*set  |

#### Automatic Word Recognition:

|      |      |      |
|------|------|------|
| less | Nick | hush |
| bath | bump | must |
| band | chip | skin |

**Decodable:** (Appendix A, Lesson 2)

**Word Work:** Syllable Practice  
(Appendix C, Lesson 2)

#### Syllable Division Daily Practice:

ransom pummel fantastic signet address



## Lesson 3

### Syllable Type Spelling Focus: Closed Syllables

#### Words to Blend:

|           |           |           |
|-----------|-----------|-----------|
| hel*met   | fos*sil   | can*not   |
| mim*ic    | sham*rock | nut*shell |
| chip*munk | ad*just   | hus*band  |

#### Automatic Word Recognition:

|      |      |      |
|------|------|------|
| pass | cash | tack |
| mask | ramp | shed |
| bran | spot | grin |

**Decodable:** (Appendix A, Lesson 3)

**Word Work:** Dictation  
(Appendix D, Lesson 3)

#### Syllable Division Daily Practice:

distant selfish conduct suggest combat

## Lesson 4

### Syllable Type Spelling Focus: Closed Syllables

#### Words to Blend:

|           |          |          |
|-----------|----------|----------|
| lock*et   | con*test | jack*pot |
| in*vest   | in*sist  | pick*et  |
| back*rest | pol*ish  | pub*lish |

#### Automatic Word Recognition:

|      |      |      |
|------|------|------|
| puff | rock | sash |
| lost | desk | bump |
| whip | flap | snip |

**Decodable:** (Appendix A, Lesson 4)

**Word Work:** Syllable Type Sort  
(Appendix B, Lesson 4)

#### Syllable Division Daily Practice:

absent   dispel   dismal   compel   tendril

## Lesson 5

### Syllable Type Spelling Focus: Closed Syllables

#### Words to Blend:

|          |          |         |
|----------|----------|---------|
| ham*mock | tick*et  | hec*tic |
| fat*ten  | egg*nog  | kit*ten |
| sun*set  | hill*top | bon*net |

#### Automatic Word Recognition:

|      |      |      |
|------|------|------|
| boss | doll | moth |
| rush | lamp | fund |
| task | pest | shed |

Decodable: (Appendix A, Lesson 5)

Word Work: Syllable Practice  
(Appendix C, Lesson 5)

#### Syllable Division Daily Practice:

suspect    cosmic    excess    extend    advent

## Assessment on "Closed Syllables"

suggest

instinct

rubbish

sotdum

futhap

desmin

## Lesson 6

### Syllable Type Spelling Focus: Closed Syllables

#### Words to Blend:

|         |         |         |
|---------|---------|---------|
| sub*mit | muf*fin | cam*pus |
| sum*mit | sep*tic | hid*den |
| ton*sil | rus*tic | hic*cup |

#### Automatic Word Recognition:

|      |      |      |
|------|------|------|
| fill | rack | gush |
| ask  | mint | husk |
| pond | thud | clam |

**Decodable:** (Appendix A, Lesson 6)

**Word Work:** Dictation  
(Appendix D, Lesson 6)

#### Syllable Division Daily Practice:

open   clever   unit   demon   shiver

## Lesson 7

### Syllable Type Spelling Focus: Closed Syllable

#### Words to Blend:

|         |         |         |
|---------|---------|---------|
| viv*id  | sad*den | den*im  |
| cos*mic | pan*el  | pup*pet |
| rot*ten | com*et  | fat*ten |

#### Automatic Word Recognition:

|      |      |      |
|------|------|------|
| lock | hint | lump |
| chug | snip | drag |
| glad | plum | dock |

**Decodable:** (Appendix A, Lesson 7)

**Word Work:** Syllable Type Sort  
(Appendix B, Lesson 7)

#### Syllable Division Daily Practice:

protest pretend punish relent petal

## Lesson 8

### Syllable Type Spelling Focus: Closed Syllables

#### Words to Blend:

|         |         |         |
|---------|---------|---------|
| in*let  | gob*let | sun*set |
| kit*ten | egg*nog | sig*nal |
| vel*vet | sun*lit | ten*nis |

#### Automatic Word Recognition:

|      |       |      |
|------|-------|------|
| fail | ray   | beef |
| deep | reach | own  |
| coal | high  | bake |

**Decodable:** (Appendix A, Lesson 8)

**Word Work:** Syllable Practice  
(Appendix C, Lesson 8)

#### Syllable Division Daily Practice:

defend planet robin never bogus

## Lesson 9

### Syllable Type Spelling Focus: Closed Syllable

#### Words to Blend:

|          |         |         |
|----------|---------|---------|
| sun*lit  | ten*nis | suf*fix |
| sad*ness | un*less | tom*cat |
| bell*hop | bon*net | off*set |

#### Automatic Word Recognition:

|       |      |      |
|-------|------|------|
| state | line | robe |
| car   | dart | Bert |
| for   | pork | firm |

**Decodable:** (Appendix A, Lesson 9)

**Word Work:** Dictation  
(Appendix D, Lesson 9)

#### Syllable Division Daily Practice:

bonus   moment   limit   cement   level



## Lesson 10

### Syllable Type Spelling Focus: Closed Syllable

#### Words to Blend:

hill\*top      dish\*rag      bath\*tub

with\*in      van\*ish      rack\*et

back\*log      back\*pack      pack\*et

#### Automatic Word Recognition:

mail      eat      keep

float      slow      night

came      nine      save

Decodable: (Appendix A, Lesson 10)

Word Work: Syllable Type Sort  
(Appendix B, Lesson 10)

#### Syllable Division Daily Practice:

vanish   hobo   column   deny   relate

## **Assessment on “Closed Syllables”**

bobbin

adjust

hiccup

wapzin

guvcaf

peklit

## Lesson 11

### Syllable Type Spelling Focus: Open Syllables

#### Words to Blend:

|         |        |          |
|---------|--------|----------|
| pa*per  | ru*ler | me*ter   |
| i*tem   | ba*sic | be*gan   |
| de*pend | re*lax | pro*tect |

#### Automatic Word Recognition:

|       |      |      |
|-------|------|------|
| pile  | farm | tow  |
| verse | fort | barn |
| sort  | curl | bird |

**Decodable:** (Appendix A, Lesson 11)

**Word Work:** Syllable Practice  
(Appendix C, Lesson 11)

#### Syllable Division Daily Practice:

mischief athlete complete kingdom pumpkin

## Lesson 12

### Syllable Type Spelling Focus: Open Syllables

#### Words to Blend:

|        |       |         |
|--------|-------|---------|
| e*lect | e*ven | e*vent  |
| ta*ble | u*nit | la*bel  |
| ti*tle | so*lo | be*hind |

#### Automatic Word Recognition:

|       |        |       |
|-------|--------|-------|
| spark | bow    | herd  |
| team  | perk   | sport |
| stork | thirst | cure  |

**Decodable:** (Appendix A, Lesson 12)

**Word Work:** Dictation  
(Appendix D, Lesson 12)

#### Syllable Division Daily Practice:

complain pilgrim halfway English kitchen

## Lesson 13

### Syllable Type Spelling Focus: Open Syllables

#### Words to Blend:

|        |         |         |
|--------|---------|---------|
| be*gin | o*ver   | Ro*man  |
| tru*ly | spi*der | e*vil   |
| da*ta  | ze*ro   | mo*tion |

#### Automatic Word Recognition:

|       |       |        |
|-------|-------|--------|
| groan | cheat | throat |
| night | rake  | whale  |
| kite  | rope  | park   |

**Decodable:** (Appendix A, Lesson 13)

**Word Work:** Syllable Type Sort  
(Appendix B, Lesson 13)

#### Syllable Division Daily Practice:

complete mushroom control instead monster

## Lesson 14

### Syllable Type Spelling Focus: Open Syllables

#### Words to Blend:

|         |          |          |
|---------|----------|----------|
| be*gun  | be*lief  | sta*tion |
| fev*er  | ti*ger   | to*tal   |
| na*tion | po*ta*to | pro*duce |

#### Automatic Word Recognition:

|       |       |       |
|-------|-------|-------|
| shown | mean  | coast |
| sheet | braid | shape |
| March | coach | chore |

**Decodable:** (Appendix A, Lesson 14)

**Word Work:** Syllable Practice  
(Appendix C, Lesson 14)

#### Syllable Division Daily Practice:

constant athlete kingdom mischief simply

## Lesson 15

### Syllable Type Spelling Focus: Open Syllables

#### Words to Blend:

|            |         |         |
|------------|---------|---------|
| se*cret    | de*sign | u*nit   |
| la*bel     | cho*sen | se*lect |
| lo*ca*tion | si*lent | bro*ken |

#### Automatic Word Recognition:

|       |       |        |
|-------|-------|--------|
| toast | tray  | flight |
| grape | poke  | barn   |
| horse | chore | first  |

**Decodable:** (Appendix A, Lesson 15)

**Word Work:** Dictation  
(Appendix D, Lesson 15)

#### Syllable Division Daily Practice:

hundred pumpkin inspect children control

## Assessment on “Open Syllables”

began

truly

fever

tefun

potip

tihad



## Lesson 16

### Syllable Type Spelling Focus: Open Syllables

#### Words to Blend:

|            |         |          |
|------------|---------|----------|
| a*pron     | re*cent | mo*ment  |
| de*pos*it  | na*tion | pi*lot   |
| po*si*tion | A*pril  | pro*gram |

#### Automatic Word Recognition:

|       |       |       |
|-------|-------|-------|
| gray  | float | snake |
| slide | cheek | nerve |
| stain | shore | team  |

**Decodable:** (Appendix A, Lesson 16)

**Word Work:** Syllable Type Sort  
(Appendix B, Lesson 16)

#### Syllable Division Daily Practice:

jiggle   cattle   bible   hassle   fable

## Lesson 17

### Syllable Type Spelling Focus: Open Syllables

#### Words to Blend:

|         |           |            |
|---------|-----------|------------|
| a*pron  | ca*nal    | re*spect   |
| ba*con  | l*rish    | so*lu*tion |
| de*vice | ho*ri*zon | a*go       |

#### Automatic Word Recognition:

|       |       |       |
|-------|-------|-------|
| cloak | shown | skate |
| broke | smart | scarf |
| thorn | hurl  | twirl |

**Decodable:** (Appendix A, Lesson 17)

**Word Work:** Syllable Practice  
(Appendix C, Lesson 17)

#### Syllable Division Daily Practice:

gable   stable   bubble   rifle   bobble

## Lesson 18

### Syllable Type Spelling Focus: Open Syllables

#### Words to Blend:

|          |           |             |
|----------|-----------|-------------|
| mo*tel   | li*brar*y | be*side     |
| de*cide  | ba*sic    | vi*bra*tion |
| pro*duce | re*flect  | hu*man      |

#### Automatic Word Recognition:

|      |       |        |
|------|-------|--------|
| soon | fault | straw  |
| boil | chew  | sprout |
| knot | dodge | hitch  |

**Decodable:** (Appendix A, Lesson 18)

**Word Work:** Dictation  
(Appendix D, Lesson 18)

#### Syllable Division Daily Practice:

babble   scrabble   stifle   able   paddle

## Lesson 19

### Syllable Type Spelling Focus: Open Syllables

#### Words to Blend:

|          |          |           |
|----------|----------|-----------|
| re*fuse  | de*mand  | ro*bot    |
| de*rive  | stu*dent | vi*ta*min |
| su*preme | vi*brate | de*fine   |

#### Automatic Word Recognition:

|         |        |        |
|---------|--------|--------|
| loose   | mouth  | snatch |
| quote   | blotch | space  |
| strange | grew   | bloom  |

**Decodable:** (Appendix A, Lesson 19)

**Word Work:** Syllable Type Sort  
(Appendix B, Lesson 19)

#### Syllable Division Daily Practice:

candle bugle bridle idle gentle

## Lesson 20

### Syllable Type Spelling Focus: Review Open Syllables

#### Words to Blend:

|          |            |         |
|----------|------------|---------|
| ba*con   | li*brar*ry | de*rive |
| pro*duce | na*tion    | de*cide |
| su*preme | ba*sic     | de*mand |

#### Automatic Word Recognition:

|       |        |        |
|-------|--------|--------|
| blown | hound  | knit   |
| latch | glance | brown  |
| boost | scream | spread |

Decodable: (Appendix A, Lesson 20)

Word Work: Syllable Practice  
(Appendix C, Lesson 20)

#### Syllable Division Daily Practice:

purple gurgle staple maple noble

## Assessment on “Closed Syllables”

bacon

reflect

apron

gopad

fungup

pasdim

# Appendix A

Decodable Text

## Lesson 1

The fabric on the dress was satin.

A white rabbit hopping across the field was quick.

We live in a cabin in the woods.

We took napkins with us on our picnic.

Jake played with the toys in the attic



## Lesson 2

The white canvas had nice art on it.

The two boys had a mishap with the baseball.

A bad habit to have is picking your nails.

The teacher was upset with how the child was acting.

The fossil was found in the sand.

### Lesson 3

Always wear a helmet when on a bike.

A chipmunk ran up the tall tree.

The cat cannot go after the catnip.

Her husband is very tall.

The robin flew to the tree with a nut in his beak.

## Lesson 4

The gold locket was on the chain.

Invest in your school work so you can do well.

My mom insists I do my work.

I love the pink nail polish.

The white picket fence was built around the house.

## Lesson 5

The hammock on the tree is in the shade.

My dad bought me a ticket to the game.

The sunset at the beach was a bright orange.

I drink eggnog at Christmas time.

The old house that sits on the hilltop is empty.

## Lesson 6

The muffin is hot out of the oven.

My tonsils are sore.

The timid cat sat on the cot.

The lid cannot fit on the pot.

The hiccup was very loud in the quiet room.

## Lesson 7

The boy had a vivid dream about a dog.

My cap is in the hatbox.

The puppet is orange.

We saw a bright comet shoot across the sky.

The cot is in the log cabin.

## Lesson 8

The child broke the glass goblet.

The canvas has big dots.

Tennis is a fun sport to play.

The kitten played with the ball of yarn all day.

She bought the red velvet to make a dress.

## Lesson 9

The bellhop took the bags to the room.

The girl wore a red bonnet.

Sadness fell on the girl when her dog ran away.

Bob and Sam play tennis.

The rat ran from the kitten.



## Lesson 10

The bathtub is full of hot water.

A blue backpack was left on the bus.

Bob's dog was on the cotton mat.

The racket was left at the tennis court.

Meet me at the tennis court within the hour.

## Lesson 11

The paper was placed on the student's desk.

You can always depend on a good friend.

Relax on this sunlit day while you lay in the hammock.

She began her project very late.

Always protect the items in your desk.

## Lesson 12

Elect the best person for the job.

The table was covered with paper.

Always look at the title of the book.

Behind the chair is where the kitten was hidden.

Mike and Sue went to a large event at school.

## Lesson 13

Begin to do your science project now.

The teacher looked at the data of her students.

The spider crawled on the glass goblet.

The motion of the train made her sick.

Dad brought home a large paycheck.

## Lesson 14

Jane was concerned about the baby's fever.

Zoos make sure tigers are kept in a safe area.

Mom filled the teapot and placed it on the stove.

A potato bar is what we are having for dinner.

Banana and oranges are produce.

## Lesson 15

Select the next book for your upcoming book report

Throw away the broken goblet.

Silent Night is my favorite Christmas song.

Please design a new invention.

The secret to getting A's in school is to study.

## Lesson 16

The dentist will look at your teeth.

Taking the trip on the boat made me seasick.

Give me a good reason why you didn't do your homework.

April is a rainy month.

Please go to the bank and deposit the check.

## Lesson 17

Mom always wears her red apron when she cooks.

The smell of bacon filled the house.

Respect the people around you.

It took me a long time to find the solution to the math problem.

The horizon has an orange glow.



## Lesson 18

We stayed at a motel on our vacation.

I went to the library to check out a book.

In my science class we are studying the human body.

The basic plan is to climb the tree carefully.

Decide if you want to stay or go.

## Lesson 19

Mike and Sue built a robot that will clean the house.

The vibration of the car made me sick.

My doctor gave me vitamins to make me feel better.

The student and teacher worked hard to get the project done.

I could see the reflection of the summit in the lake.

## Lesson 20

The pilot landed the plane very well.

My sister burned her arm on the hot iron.

What is the reason you didn't call me?

Can you prevent yourself from getting the flu?

When will Jack deliver the box to my house?

# Appendix B

Syllable Type Sorts

Lesson 1  
Syllable Type Sort  
One and Two Syllable Words

|        |        |        |
|--------|--------|--------|
| tidbit | upset  | when   |
| jump   | cabin  | atlas  |
| artic  | mask   | panic  |
| fish   | napkin | mush   |
| satin  | kick   | zigzag |

Lesson 4  
Syllable Type Sort  
One and Two Syllable Words

|          |         |          |
|----------|---------|----------|
| bobbin   | catnap  | drip     |
| upset    | grin    | shamrock |
| nutshell | husband | plot     |
| chip     | contest | thud     |
| picket   | shed    | invest   |

Lesson 7  
Syllable Type Sort  
One and Two Syllable Words

|         |        |        |
|---------|--------|--------|
| hammock | comet  | peach  |
| rustic  | twirl  | hidden |
| shark   | submit | marsh  |
| globe   | kitten | denim  |
| hilltop | puppet | thirst |

Lesson 10  
Syllable Type Sort  
Open and Closed Syllables

|         |         |         |
|---------|---------|---------|
| storm   | sunset  | flight  |
| kitten  | carve   | bonnet  |
| bellhop | velvet  | birch   |
| nerve   | bathtub | signal  |
| vanish  | shown   | dishrag |



Lesson 13  
Syllable Type Sort  
Open and Closed Syllables

|         |        |        |
|---------|--------|--------|
| paper   | panic  | item   |
| dentist | fatten | depend |
| event   | data   | mimic  |
| motion  | picket | solo   |
| label   | spider | upset  |

Lesson 16  
Syllable Type Sort  
Open and Closed Syllables

|        |         |          |
|--------|---------|----------|
| begun  | adjust  | indent   |
| apron  | pilot   | broken   |
| mishap | unit    | position |
| tiger  | cabin   | label    |
| upset  | produce | atlas    |

Lesson 19  
Syllable Type Sort  
Open and Closed Syllables

|         |         |         |
|---------|---------|---------|
| refuse  | canal   | basic   |
| ago     | rustic  | respect |
| contest | decide  | muffin  |
| motel   | hammock | vibrate |
| jackpot | derive  | polish  |

# Appendix C

Syllable Practice

## **Lesson 2**

Break the following words into syllables.

Example:      moment        mo          ment  

1. upset      \_\_\_\_\_      \_\_\_\_\_

2. atlas      \_\_\_\_\_      \_\_\_\_\_

3. panic      \_\_\_\_\_      \_\_\_\_\_

## **Lesson 5**

Break the following words into syllables.

1. nutshell      \_\_\_\_\_      \_\_\_\_\_

2. shamrock      \_\_\_\_\_      \_\_\_\_\_

3. backrest      \_\_\_\_\_      \_\_\_\_\_

## **Lesson 8**

Break the following words into syllables.

1. eggnog      \_\_\_\_\_      \_\_\_\_\_

2. bellhop      \_\_\_\_\_      \_\_\_\_\_

3. puppet      \_\_\_\_\_      \_\_\_\_\_

## **Lesson 11**

Break the following words into syllables.

1. depend      \_\_\_\_\_      \_\_\_\_\_

2. backpack      \_\_\_\_\_      \_\_\_\_\_

3. sadness      \_\_\_\_\_      \_\_\_\_\_

## **Lesson 14**

Break the following words into syllables.

1. label                    \_\_\_\_\_                    \_\_\_\_\_
2. spider                    \_\_\_\_\_                    \_\_\_\_\_
3. produce                    \_\_\_\_\_                    \_\_\_\_\_

## **Lesson 17**

Break the following words into syllables.

1. chosen                    \_\_\_\_\_                    \_\_\_\_\_
2. recent                    \_\_\_\_\_                    \_\_\_\_\_
3. apron                    \_\_\_\_\_                    \_\_\_\_\_

## **Lesson 20**

Break the following words into syllables.

1. respect

\_\_\_\_\_

\_\_\_\_\_

2. human

\_\_\_\_\_

\_\_\_\_\_

3. supreme

\_\_\_\_\_

\_\_\_\_\_



# Appendix D

Dictation

## Dictation

### Lesson 3

Line 1: tidbit dentist

Line 2: habit shamrock

Sentence: Sue found a fossil in a box in the attic.

### Lesson 6

Line 1: bucket publish

Line 2: sunset bonnet

Sentence: The kitten was in a hammock on the hilltop.

### Lesson 9

Line 1: submit rustic

Line 2: sadden sunset

Sentence: She played tennis on the sunlit tennis court.

### Lesson 12

Line 1: hilltop racket

Line 2: paper protect

Sentence: The dishrag vanished from the counter.

## **Lesson 15**

Line 1:           begin     zero

Line 2:           station   broken

Sentence:        There was a spider on the broken goblet.

## **Lesson 18**

Line 1:           apron     respect

Line 2:           solution   broken

Sentence:        The student delivered his homework to his teacher.

Dictation

Lesson 3

Name \_\_\_\_\_

Line 1: \_\_\_\_\_

Line 2: \_\_\_\_\_

Sentence: \_\_\_\_\_

Lesson 6

Name \_\_\_\_\_

Line 1: \_\_\_\_\_

Line 2: \_\_\_\_\_

Sentence: \_\_\_\_\_

Lesson 9

Name \_\_\_\_\_

Line 1: \_\_\_\_\_

Line 2: \_\_\_\_\_

Sentence: \_\_\_\_\_

## Lesson 12

Name \_\_\_\_\_

Line 1: \_\_\_\_\_

Line 2: \_\_\_\_\_

Sentence: \_\_\_\_\_

## Lesson 15

Name \_\_\_\_\_

Line 1: \_\_\_\_\_

Line 2: \_\_\_\_\_

Sentence: \_\_\_\_\_

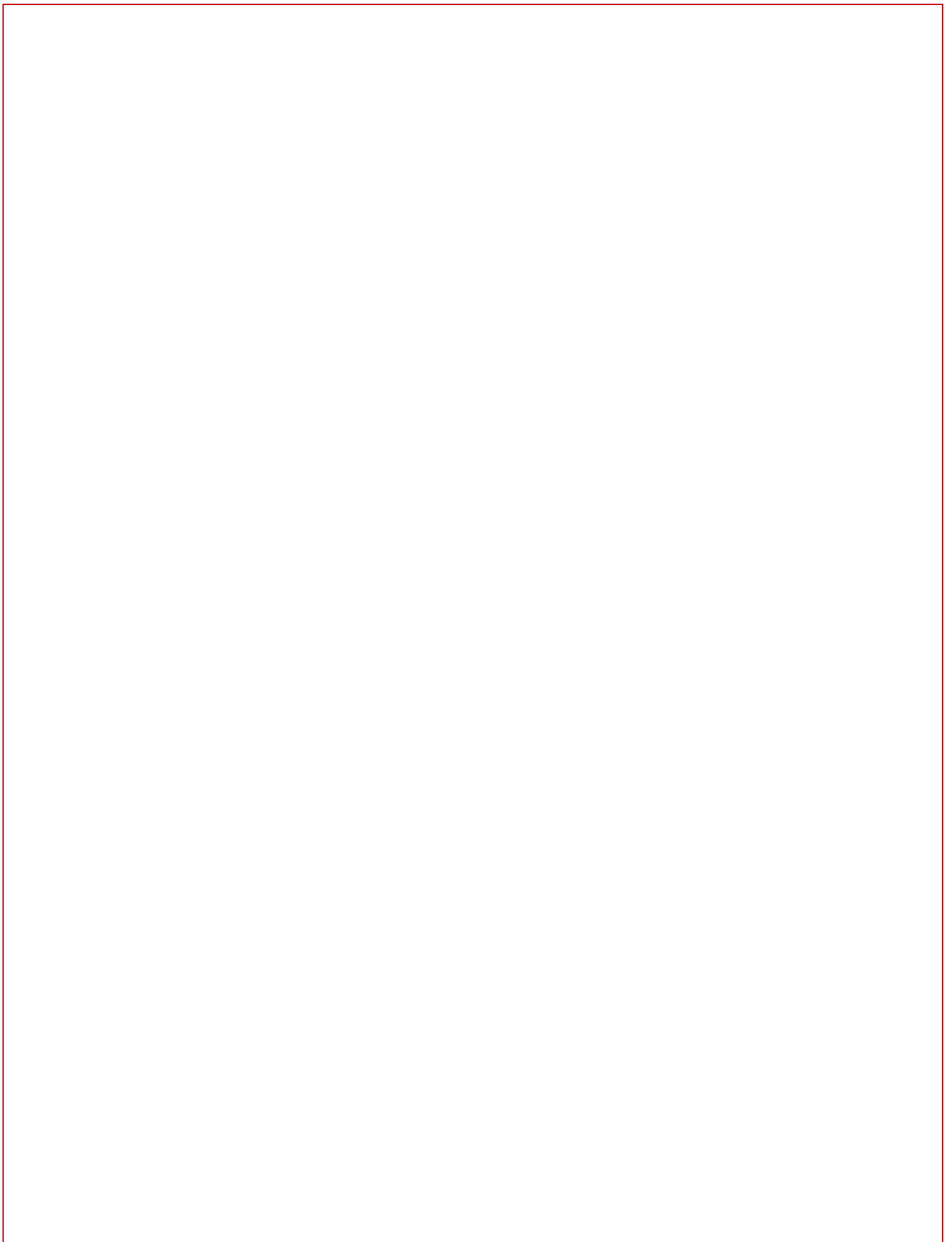
## Lesson 18

Name \_\_\_\_\_

Line 1: \_\_\_\_\_

Line 2: \_\_\_\_\_

Sentence: \_\_\_\_\_



# Automatic Word Recognition Charts

miss

huff

neck

back

fast

lamp

test

ship

sled



less

Nick

hush

bath

bump

must

band

chip

skin

pass

cash

tack

mask

ramp

shed

bran

spot

grin

puff

rock

sash

lost

desk

bump

whip

flap

snip

boss

doll

moth

rush

lamp

fund

task

pest

shed

fill

rack

gush

ask

mint

husk

pond

thud

clam

lock

hint

lump

chug

snip

drag

glad

plum

dock

fail

ray

beef

deep

reach

own

coal

high

bake

state

line

robe

car

dart

Bert

for

pork

firm



mail

eat

keep

float

slow

night

came

nine

save

pile

farm

tow

verse

fort

barn

sort

curl

bird

spark

bow

herd

team

perk

sport

stork

thirst

cure

groan

cheat

throat

night

rake

whale

kite

rope

park

shown

mean

coast

sheet

braid

shape

March

coach

chore

toast

tray

flight

grape

poke

barn

horse

chore

first

gray

float

snake

slide

cheek

nerve

stain

shore

team

cloak

shown

skate

broke

smart

scarf

thorn

hurl

twirl



soon

fault

straw

boil

chew

sprout

knot

dodge

hitch

loose

mouth

snatch

quote

blotch

space

strange

grew

bloom

blown

hound

knit

latch

glance

brown

boost

scream

spread

